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ABSTRACT

The Austin (Texas) Independent School District (AISD) has received federal funds through the Drug-Free Schools and Communities Act of 1986. The AISD has established a four-fold approach to educate students in kindergarten through grade 12 about the dangers of drugs and alcohol. The four components of the program include: (1) a core committee called Prevention and Remediation in Drug Education (PRIDE), which provides drug/alcohol education programs at the schools, makes materials and curriculum available, and also provides staff training; (2) Drug Abuse Resistance Education (DARE) for grades 5 and 7; (3) Peer Assistance and Leadership (PAL) for students in grades 8 and 12 who are trained to assist younger students; and (4) support groups and crisis intervention through the Office of Student Support Services. A survey of high school students in 1989-90--the third year in which the AISD received federal funding for drug-free school programs--revealed that many students were aware of drug and alcohol use, and most believed the district was doing an effective job combating them. Although the decline could not be attributed directly to any one component, the drop in drug- and alcohol-related offenses in the schools in 1989-90 may have resulted from the program interventions. Use of the PRIDE units and curriculum increased in 1989-90. Most DARE students reported that DARE taught them about the effects of drugs and alcohol. The PAL program assisted 911 students at the elementary school and secondary school levels in the school year. Twenty-one graphs and 11 tables illustrate the report and provide information about program components. (SLD)

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Continued Steps Towards Drug-Free Schools in AISD

1989-90

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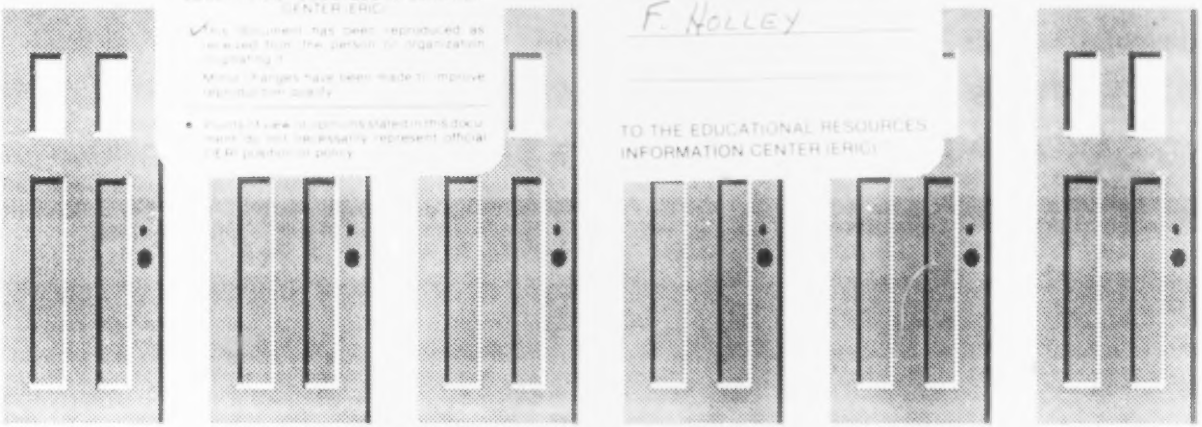

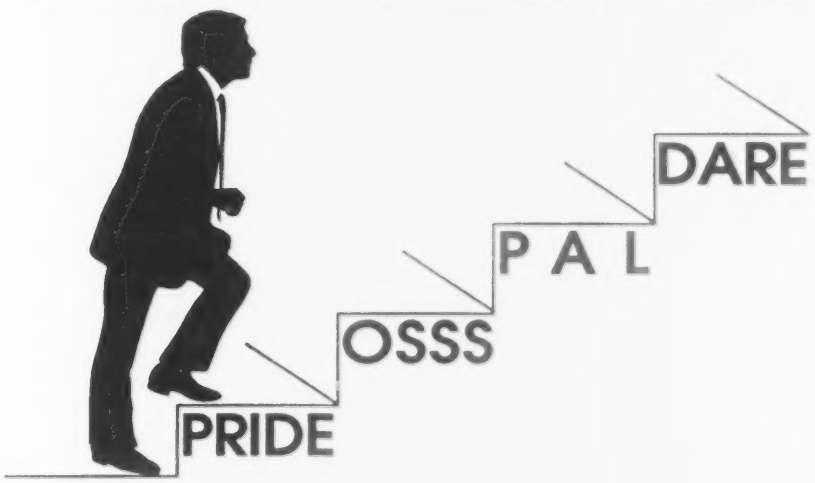

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Continued Steps Towards Drug-Free Schools in AISD, 1989-90

EXECUTIVE SUMMARY

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Program Description

AISD receives monies to combat drug and alcohol abuse on its campuses through the "Drug-Free Schools and Communities" (DFSC) Act of 1986. The District received $247,494 in the 1989-90 school year, the third year that the District has received these monies. AISD has evolved a four-fold approach to educate students, grades K-12, about the dangers of drugs and alcohol. The four components are:

- Prevention and Remediation in Drug Education (PRIDE) was developed before the District received grant monies and continues to receive local funds in addition to grant monies. PRIDE includes drug and alcohol abuse programs developed and implemented on the campuses, materials and curriculum available for checkout, and training provided to AISD staff.

- Drug Abuse Resistance Education (DARE), in conjunction with the Austin Police Department, is offered to all District fifth- and seventh-grade students.

- Peer Assistance and Leadership (PAL) students in grades 8 and 12 are selected to participate in PAL. They are trained to assist younger students.

- The Office of Student Support Services provides support groups and crisis intervention.

Major Findings

1. AISD students are not surveyed directly about drug and alcohol usage. However, high school students are asked on districtwide surveys whether they know of other students who use drugs or alcohol once a week. Approximately 4 out of 10 students (39%) reported knowing 10 or more other students who used alcohol once a week. About 2 out of 10 students (19%) said they knew of 10 or more students who used illegal drugs once a week. (Page 5)

2. Two thirds of both AISD teachers and high school students believed that the District was effective in fighting drug and alcohol abuse. However, a minority reported the District was ineffective in fighting drug and alcohol abuse. Therefore, there is still room to improve the District's efforts. (Page 7)

3. Drug- and alcohol-related discipline offenses reported to the Office of Student Affairs in 1989-90 were the lowest since 1986-87. This decline cannot be directly attributed to the DFSC components, although they may be making a difference. (Page 9)

4. Secondary schools used PRIDE units/curriculum more in 1989-90 than in either 1987-88 or 1988-89. However, secondary PRIDE units/curriculum usage was still below elementary usage. (Page 10)

5. Most of DARE students surveyed reported DARE taught them about the harmful effects of drugs and alcohol. Seventh graders were less positive about the effects of DARE than fifth graders. This is consistent with the 1987-88 finding that sixth graders regarded DARE more favorably than fifth graders. (Page 16)

6. High school students registered in PAL classes at the high school level served 911 students at the elementary and secondary levels. About one fifth (21%) of students received services related to drug and alcohol abuse. (Page 24)

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OPEN LETTER TO AISD DECISION MAKERS

The 1989-90 school year was the third year in which AISD received federal drug-free schools monies and in which an evaluation of the District's Drug-Free Schools Program was conducted. After three years of evaluation, it is becoming clear that:

1. The District lacks a comprehensive K-12 drug and alcohol prevention program.

2. The District needs a better vehicle for assessing student drug and alcohol usage.

Some general comments touching on both of these conclusions are offered below.

How the District Should Respond to the Drug and Alcohol Problem

Although District drug and alcohol prevention efforts have been taking place for many years, the District does not yet have a comprehensive, unified, coordinated program for addressing the problem. District planning efforts typically involve a large group of people representing several offices, departments, and divisions. No one person is responsible for overseeing the various prevention efforts. There is a District PRIDE coordinator in the person of the supervisor for the Office of Student Support Services (OSSS). However, her duties in the area of crisis intervention have prevented her from devoting as much time to the role as she would like, and she has requested that someone else take over as coordinator in 1990-91. The Drug-Free Schools Program itself is a collection of programs and initiatives relating, more or less, to drug and alcohol abuse prevention, but each of the program components is configured differently, has its own supervisory personnel, and its own objectives. Common goals and a common direction are lacking. Each school has PRIDE activities, but there is no districtwide standard, nor accountability, for which activities take place or which curriculum materials are used.

In sum, there does not appear to be an overarching scheme for addressing the problem. Such a scheme would feature, first, a mechanism for diagnosing the District's needs in the area of drug and alcohol abuse prevention and, second, a coordinated program for providing services to address those needs. To the extent that there are gaps in prevention/treatment areas which the District could address systematically, there is room for the District to improve its efforts. Some thought also should be given to defining the nature of the District's posture with respect to what has been termed the "continuum of services." For example, much of the District's focus has been in the realm of

prevention/education/training with less attention paid to the referral/treatment/after care dimension. The District may already be moving in the direction of resolving some of these issues by way of the proposed Department of Student Support Services. If this department is created, and a director hired, this person could take a lead role in defining the District's approach to the drug and alcohol problem and in coordinating a response to it.

The Need for an Assessment of Use

One of the basic questions underlying the study of drug and alcohol prevention programs is whether incidence--i.e., the number of young people abusing drugs and alcohol--has declined as a result of the interventions attempted. In AISD, this question cannot be answered fully, largely as a result of the District's choice not to administer a use survey asking students to report anonymously the extent of their involvement with drugs and alcohol.

Despite the potential advantages of having local incidence information, the District has chosen not to administer a use survey for several reasons:

1. The reliability of self-report measures is suspect.

The reliability of self-report measures has frequently been viewed with some skepticism because of the tendency of individuals, sometimes unconsciously, not to answer items truthfully which have reference to their own behavior. Most items on self-report inventories have one answer that is recognizable as socially more desirable or acceptable than others. On such instruments, some respondents may be motivated to "fake good," or choose answers that create a favorable impression. Other respondents may "fake bad" to appear more socially maladjusted than they really are. In the case of adolescent respondents, it is not difficult to envision both types of behavior.

2. A representative student sample may be difficult to obtain.

A survey can only be considered valid if a representative sample can be drawn. Because of the personal nature of the items, it might be necessary to obtain parental permission to survey students about their drug and alcohol use. If only a few parents give their permission, they might constitute a sample which is not large or diverse enough to be representative of students in AISD. Students of a particular ethnic group, gender, or socio-economic status may be over- or underrepresented in the sample. If a representative sample of students cannot be obtained, the District's choice becomes one either of using flawed data or not doing a survey.

3. Asking students personal questions may provoke negative public reaction.

District administrators see a high potential for negative public reaction to questioning students about engaging in illegal or immoral activities. Parents and others may resent intrusive questions being asked of the students. Questions of a sensitive nature might be considered an invasion of privacy. Parents may also fear that their children may somehow be linked to their responses and the students' future adversely affected. Finally, parents and the public may question the District's need to know such information as well as its decision to devote resources to pursuing it.

4. There has not been a compelling reason to collect the data.

In any data collection, the importance of the information to be obtained must be weighed against the cost of gathering the data. Cost should be understood to include intangibles such as negative public reaction, as well as direct costs in terms of personnel, time, and lost instruction. Other considerations are whether there is an audience for the information and whether, once the information is gathered, something constructive can be done with it. In the case of a drug and alcohol use survey, the costs of collecting the data have not seemed justified in relation to their utility. Although there has been some interest in the information within the District, most of the pressure to collect the information has come from agencies and organizations outside the District.

These reasons notwithstanding, the use of a districtwide drug and alcohol use survey or another assessment alternative should be reconsidered for the following reasons:

1. Better drug and alcohol survey instruments, incorporating features for detecting response faking, have been developed.

2. Other communities have reported a positive response to the publication of findings from their self-report surveys.

3. Knowing local incidence will enable the tracking of changes over time, which is a crucial indicator for evaluation of whether intervention efforts have been effective.

4. Having District statistics will make comparisons to state and national incidence figures possible. Then, it will be possible, for the first time, to assess more directly the actual relative scope of the problem.

5. Knowing the scope of the problem will enable District staff to plan appropriate, cost-effective interventions.

6. Incidence information will be helpful to staff seeking to secure additional grant funds.

Therefore, although a survey may not be the ideal vehicle for assessing incidence, the potential benefits of the information, if properly used for needs assessment, evaluation, and program planning, may have begun to outweigh the disadvantages. The major questions that must be answered are:

- Will the Austin community support such a personal survey?
- Will students in Austin respond at least as openly as those in statewide and national surveys?

Continued Steps Towards Drug-Free Schools in AISD 1989-90
Final Report

INTRODUCTION

The issue of drug and alcohol abuse has become one of the most popular topics of the past few years. Television advertisements, magazines, and radio are filled with pleas related to preventing drug and alcohol abuse. The former First Lady, Nancy Reagan, picked the problems of drugs and alcohol as a project and continues to speak publicly on behalf of preventing drug addiction (Reagan, 1983; LeMann, 1987). One area of particular interest has been preventing youth from becoming involved with drugs and alcohol. Numerous educational materials and curricula have been developed to this end. In many cases, the burden of preventing American youth from using and abusing drugs has fallen on school districts. AISD has grappled with the problem of preventing drug and alcohol abuse and has evolved a four-fold approach to educate students, grades pre-K-12, about the dangers of drugs and alcohol. The four components of the District's drug-free schools program are:

- Curriculum and educational materials including "Here's Looking at You, Too",
- The nationally known Drug and Alcohol Resistance Education (DARE) program at the fifth and seventh grades,
- Peer Assistance and Leadership (PAL) with selected eighth- and twelfth-grade students serving as peer-helpers, and
- Student support groups and other psychological services provided by the Office of Student Support Services.

This report will describe AISD's drug and alcohol abuse prevention efforts that are funded through the Drug-Free Schools and Communities grant. The District does have other programs that address the problems of drug and alcohol abuse that are beyond the scope of this report.

BUDGET

AISD received $247,494 in Drug-Free Schools funds in 1989-90.

AISD receives federal funds (through the Texas Education Agency) under the terms of the "Drug-Free Schools and Communities (DFSC) Act of 1986" (P.L. 99-570). Funds are designed to supplement

District efforts directed at drug and alcohol abuse education and prevention. AISD was awarded $247,494 in 1989-90. This is the third year that AISD has received monies from the DFSC grant. AISD utilized Drug-Free Schools funds in a variety of ways this year, including purchasing curriculum materials, providing training to staff, and offering classroom instruction. Final allocations as of June 30, 1990 were as follows for the 1989-90 school year:

• Office of Student Support Services (OSSS)	$57,772
• Secondary Education (materials/curriculum and staff development)	$51,549
• Peer Assistance and Leadership (PAL)	$49,375
• Drug Abuse Resistance Education (DARE)	$32,570
• Elementary Education (materials/curriculum and staff development)	$23,122
• Counselor Training	$ 4,790

Additional allocations were for evaluation ($17,527), private schools ($6,444), and management ($4,345).

INCIDENCE

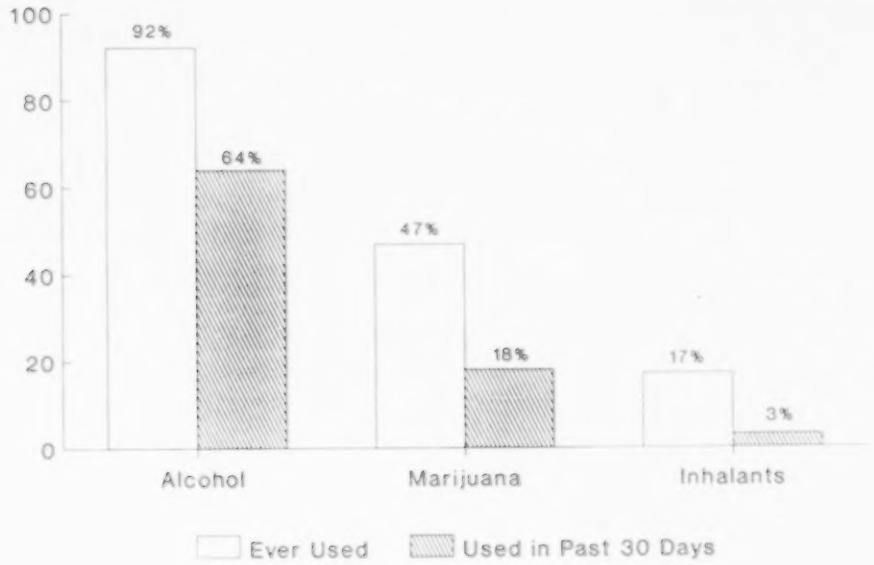
NATIONAL DRUG AND ALCOHOL USE STATISTICS

American youth are trying and using both alcohol and illegal drugs.

The National Institute on Drug Abuse, in conjunction with the University of Michigan's Center for Survey Research, conducts an annual nationwide survey of high school seniors. In the survey of the class of 1988 (N=163,000), it was found that (see Figure 1):

- 92% had used alcohol,
- 47% had used marijuana, and
- 17% had used inhalants, at least once.

FIGURE 1
NATIONAL HIGH SCHOOL SENIORS REPORTING HAVING TRIED AN ILLEGAL SUBSTANCE AT LEAST ONCE OR IN THE PAST 30 DAYS



Source: National Institute on Drug Abuse, 1989

When queried about their behaviors in the past month (see Figure 1):

- 64% indicated they had used alcohol,
- 18% had used marijuana, and
- 3% had used inhalants.

Percentages for historic or recent use of other drugs were lower.

TEXAS DRUG AND ALCOHOL USE STATISTICS

Texas youth are also trying and using illegal drugs and alcohol.

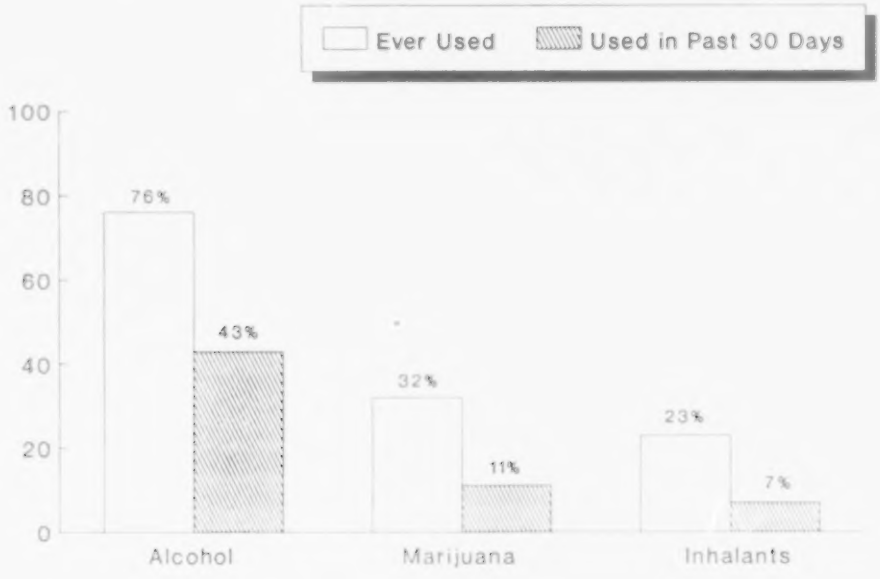
In 1988, the Texas Commission on Alcohol and Drug Abuse, in conjunction with Texas A&M University, conducted a survey of Texas secondary students. For all categories except inhalants, the prevalence of use reported was lower than the national sample, but it was still high (see Figure 2).

- Three fourths (76%) indicated alcohol use,
- One third (32%) reported having tried marijuana, and
- One quarter (23%) had tried inhalants.

These percentages, like the national data, decline when students reported recent use of the drug in question (see Figure 2).

- Less than half (43%) of students had used alcohol recently,
- 11% reported recent marijuana use, and
- 7% had tried inhalants recently.

FIGURE 2
TEXAS SECONDARY STUDENTS REPORTING HAVING TRIED AN ILLEGAL SUBSTANCE AT LEAST ONCE OR IN THE PAST 30 DAYS



Source: Texas Commission on Alcohol and Drug Abuse, 1989

AISD DRUG AND ALCOHOL USE STATISTICS

Approximately 4 out of 10 students (39%) reported knowing 10 or more students who used alcohol once a week. About 2 out of 10 students (19%) said they knew 10 or more students who used illegal drugs once a week.

AISD students are asked indirectly about drug use on annual districtwide student surveys. For various reasons AISD has chosen not to administer a use survey to its students. For a discussion of this issue see the "Open Letter" at the beginning of this report. Because students are not asked directly about their own drug use, their responses cannot be compared directly to the national and Texas surveys mentioned above. Prior to the 1989-90 school year, students had been asked if they knew 10 or more students who used drugs or alcohol once a week on the districtwide student survey. This year, the question was changed in order to provide more categories for student responses. Students were given five response categories: 0, 1-3, 4-6, 7-9, or 10 or more students who used drugs or alcohol once a week.

On the 1990 survey, 34% of students surveyed indicated knowing 10 or more students who used alcohol once a week. In the other categories:

- 19% of students reported knowing no (0) students who used alcohol once a week,
- 26% reported knowing 1-3 students,
- 16% reported knowing 4-6 students, and
- 6% reported the 7-9 students who used alcohol once a week.

Reported knowledge of drug use on the 1990 survey is less than reported alcohol use. About one in five (19%) students reported knowing 10 or more students who used drugs once a week. In the other categories:

- 34% reported knowing no (0) other students who used illegal drugs at least once a week,
- 29% reported knowing 1-3 students who did,
- 14% reported knowing 4-6 students who did, and
- 6% indicated knowing 7-9 students who used illegal drugs once a week.

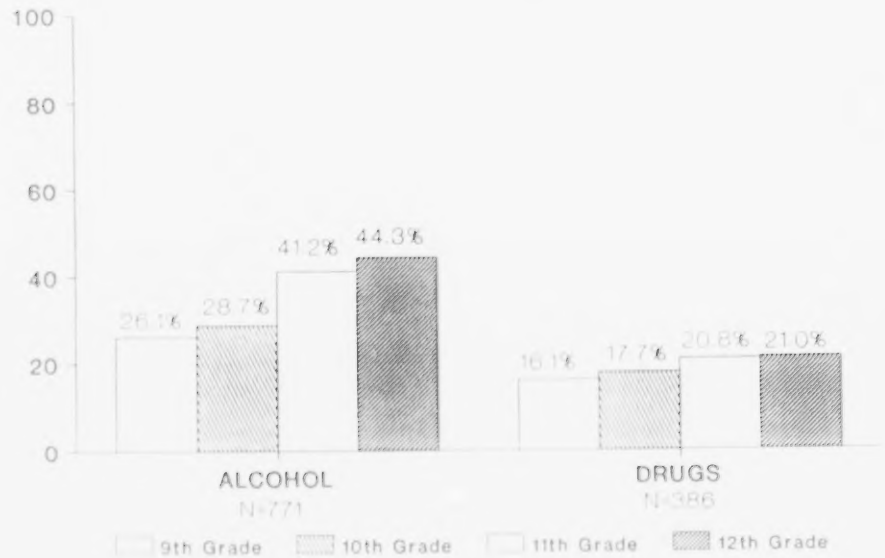
Alcohol use also appeared to increase with grade (see Figure 3):

- One in four (26%) of freshman indicated they knew of 10 or more students who used alcohol once a week, while
- Almost half (44%) of seniors did.

The upward progression does not appear as strongly in terms of drug use, however (see Figure 3):

- 16% of freshmen reported knowing 10 or more students who used illegal drugs once a week, while
- 21% of seniors did.

FIGURE 3
STUDENT RESPONSES BY GRADE TO: I KNOW THE FOLLOWING NUMBER OF STUDENTS WHO USE ALCOHOL/ILLEGAL DRUGS ONCE A WEEK*. 10 OR MORE



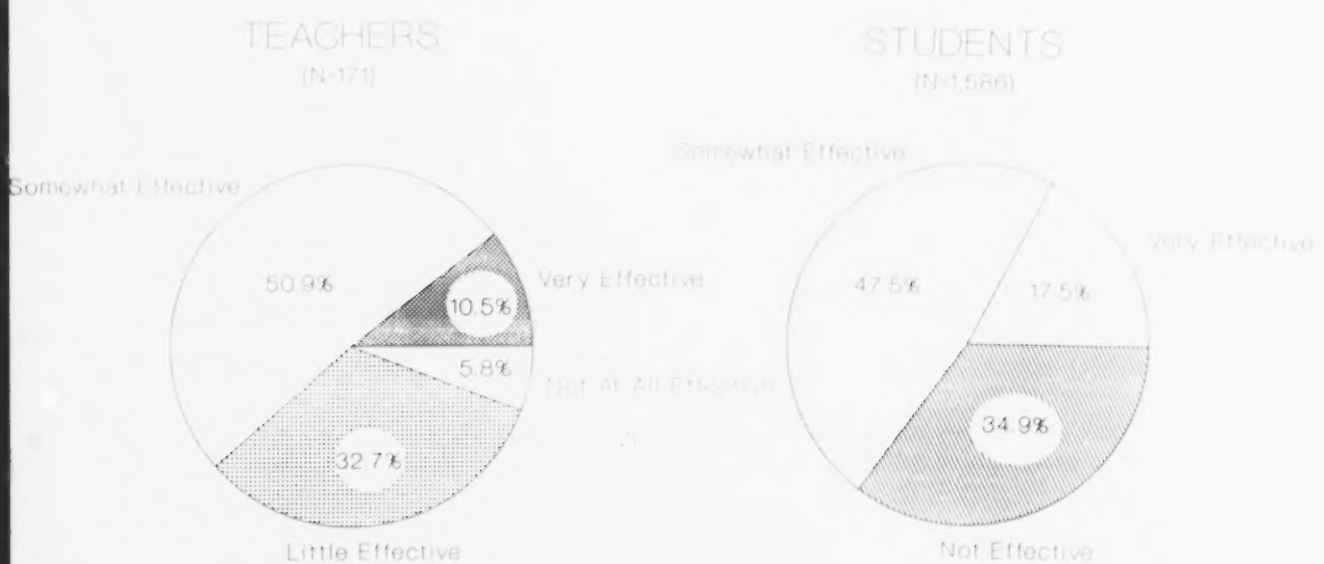
* This is a combination of two questions -- one about alcohol and the other about drugs.

EFFECTIVENESS OF AISD IN FIGHTING DRUG AND ALCOHOL ABUSE

About two thirds of both AISD teachers and high school students believed that the District was effective in fighting drug and alcohol abuse, while 39% felt the District was not effective.

Teachers and high school students were asked on the annual districtwide student and employee surveys to rate the effectiveness of AISD in fighting drug and alcohol abuse. Teachers were asked to rate the effectiveness of the District as a whole. Students were asked only to rate the effectiveness of their school. Both groups rated the District's effectiveness similarly. Figure 4 gives a complete breakdown of responses by group (with the "don't know" category removed).

FIGURE 4
TEACHER AND STUDENT RESPONSES TO: HOW EFFECTIVE HAS AISD/YOUR SCHOOL BEEN IN FIGHTING DRUG AND ALCOHOL ABUSE?



Approximately two thirds of both students and teachers reported that AISD or their school had been very or somewhat effective in fighting drug and alcohol abuse. However, one third of both

groups rated the District as ineffective in fighting drug and alcohol abuse. There is still room to improve the District's efforts.

RANK OF DRUG AND ALCOHOL USE AS A PROBLEM

As another measure of the scope of the drug and alcohol problem in AISD, "use of drugs" and "drinking/alcoholism" were included as items on districtwide surveys asking teachers and students to rank the 16 biggest problems facing schools. Elementary teachers ranked drugs and alcohol as relatively minor problems in their schools (see Figure 5). Secondary teachers rated both drugs and alcohol as more serious problems than elementary teachers did; drugs were ranked above alcohol (see Figure 5). High school students, however, ranked drugs and alcohol as major problems facing their schools (see Figure 5).

FIGURE 5
RANKING OF "USE OF DRUGS" AND "DRINKING/ALCOHOLISM" AS MAJOR PROBLEMS IN AISD SCHOOLS

GROUP	RANK AS PROBLEM (OF 16) Alcohol	Drugs
Elementary Teachers	13	15
Secondary Teachers	4	10
High School Students	4	1

With its Drug-Free Schools monies, AISD tries to combat drug and alcohol abuse among its students in many ways. Major amounts of grant monies are used for two educational programs, to purchase curricula and materials, and to support the Office of Student Support Services. These components of AISD's grant-funded activities will be examined in this report.

INCIDENCE OF DRUG AND ALCOHOL OFFENSES IN AISD

The Office of Student Affairs maintains a file of discipline offenses reported to the central administration. This file contains only offenses serious enough that they are not handled at the campus level. Therefore, discipline offenses that are dealt with at the campus are not reflected in this file.

Categories of discipline offenses relate to drugs and alcohol, e.g., sale of drugs, sale of alcohol, etc. In the 1989-90 school year there were 185 drug and alcohol offenses reported to the Office of Student Affairs. These 185 offenses involved 165 students; some students had multiple offenses.

Drug and alcohol offenses in the District have been declining annually since 1986-87 when there were 479 incidences of drug- or alcohol-related discipline offenses. The Coordinator of Student Affairs indicted that this decline may be due to other factors besides AISD's DFSC efforts. He indicated that the District has become increasingly aware of helping a student with problems that in the past would have been punished. The increased emphasis on treatment and prevention could have been a factor in the evident decline in discipline offenses. Figure 6 shows the rates of drug and alcohol offenses since 1986-87.

FIGURE 6
INCIDENCE OF DRUG AND ALCOHOL OFFENSES IN AISD, 1986-87 THROUGH 1989-90

PREVENTION AND REMEDIATION IN DRUG EDUCATION

Secondary schools used PRIDE tubs more in 1989-90 than in either 1987-88 or 1988-89. However, PRIDE tub usage was still below elementary usage. More than three fourths (77%) of junior high/middle schools returning PRIDE activity checklists indicated parental involvement in their campus drug and alcohol abuse prevention programs.

PROGRAM DESCRIPTION

Prevention and Remediation in Drug Education (PRIDE) is the core of District drug- and alcohol-related prevention efforts. It is both a local campus program and a districtwide one. On the campus level, the PRIDE committee is the heart of the program. It is headed by an AISD staff member and often includes a parent coordinator. Many schools supplement this basic team with other committee members who may include other faculty members, other parents, and students. This committee coordinates and carries out various school activities related to the Board policy of 1986 of awareness, assistance, and prevention of drug and alcohol abuse. On the District level, materials and curriculum are provided for teacher use, and an annual PRIDE workshop is held. Drug and alcohol abuse prevention activities that are not a part of another program are also subsumed under the PRIDE label.

DISTRICT LEVEL PRIDE SERVICES

The DFSC grant monies have in the past have been used to acquire drug- and alcohol-related curriculum materials. The nationally known "Here's Looking at You, Too" kits were purchased by the District. Materials are packed in plastic tubs called PRIDE tubs. The PRIDE tubs are available to all teachers through the Science Materials Center (SMC). Teachers request the PRIDE tub. The SMC delivers it and then picks it up when the teacher has finished using it. **In the three years of the DFSC grant, teachers at the elementary level have tended to request and use the tubs more than secondary teachers.** This disparity remains the case this year. However, secondary tubs were used much more in 1989-90 than in either 1987-88 or 1988-89.

Each PRIDE tub contains a teacher's manual to be used in conjuction with the tub. The manual contains information about the tub and instructions about how to use it. Several alternative uses for the materials and outside activities are suggested in the manual. It is up to the teacher to decide which of the materials will be used and for how long. Length of time spent with the PRIDE tub in a classroom varies from one week to a semester. Some teachers use the tub daily, others as it fits into their lesson plans. Therefore, an individual student's exposure to a PRIDE tub varies widely.

STUDENTS SERVED

PRIDE tubs were ordered by teachers at the elementary, junior high/middle school, and high school level. Therefore, AISD students at all levels may have been in a classroom where the teacher used a PRIDE tub. The SMC kept a tally of the number of students served at each level. Most students served were at the elementary level.

- Teachers at three fourths (75%) of the 64 District elementary schools requested PRIDE tubs. At the elementary level 6,461 students were in classes where a PRIDE tub was used.
- Approximately two thirds (62%) of the 13 District junior high/middle schools had PRIDE tubs delivered, and 1,173 students were served.
- PRIDE tubs were requested at more than one third (36%) of the District's 11 high schools. At this level 450 students were served.

TEACHER OPINION

Teachers were asked on the districtwide employee survey if they found the PRIDE tubs helpful. One third (34%) of elementary teachers and more than half (54%) of secondary teachers indicated that they did not know what a PRIDE tub was. Although there have been efforts to inform teachers about the availability of the PRIDE tubs, it appears that more effort is needed in this area, especially at the secondary level.

Teachers who expressed an opinion were divided on whether the PRIDE tubs were helpful. At both the elementary and secondary level, approximately the same number of teachers agreed the PRIDE tubs were helpful as the number who were neutral about their effectiveness (see Figure 7).

FIGURE 7
TEACHER RESPONSES TO: THE DRUG AND ALCOHOL PREVENTION MATERIALS AVAILABLE TO ME IN THE PRIDE TUB HAVE BEEN HELPFUL IN TEACHING MY STUDENTS

Elementary teachers, who have greater familiarity with and use PRIDE tubs more frequently, regard the helpfulness of the PRIDE tubs more favorably than secondary teachers do.

PRIDE CONFERENCE

The second annual PRIDE conference was held on November 17, 1989. Each of the 93 AISD campuses was invited to send its campus PRIDE coordinator, the campus student assistance coordinator, and a PRIDE parent or representative. All 24 secondary schools, 49 of 65 elementary schools, and 1 of the 4 special centers sent at least one representative. Central office and support staff also attended the conference. Total conference registration from AISD campuses was 142.

The OSSS provided an evaluation form for the conference. The keynote speaker, morning and afternoon break-out sessions, student panel discussion, and the closing speaker were rated. The scale used ranged from 1 ("not useful") to 5 ("very useful"). Fewer than 48% of the participants completed an evaluation form. (An exact return rate cannot be determined because not all of the participants who attended the conference registered. Based only on the number of registrants, the response rate was 48%; the actual rate was therefore lower.) The high number of

participants leaving throughout the day may have contributed to the low response rate. The average ratings of all sessions are shown in Figure 8. Overall, the conference received a rating of 4.7.

FIGURE 8
RATINGS OF 1989-90 PRIDE CONFERENCE SESSIONS

Session	Number of Persons Rating	Average Rating
Keynote Speaker	60	3.78
Breakout Sessions		
Plays for Living	12	4.75
Crack, Alcohol, and Other Drugs	36	4.47
PRIDE Activities: Elementary	16	4.81
PRIDE Activities: Secondary	13	4.78
Effective Parenting Techniques for Drug-Free Kids	28	4.86
Innovative Approaches to Student Support	5	4.44
Teaching with Humor and Love	15	4.86
Student Panel Discussion	61	4.73
Closing Session	51	4.83
Totals	Number Returned: 68	Average Rating: 4.70

CAMPUS PRIDE ACTIVITIES

AISD campuses report their PRIDE activities to the OSSS via PRIDE activity reports. The report forms were developed by ORE but are distributed and collected by the OSSS. All campuses were

requested to return the forms at the end of the school year. In the 1989-90 school year, 43 of the 65 elementary schools (66%), 9 of 13 junior high/middle schools (69%), and all (100%) of the high schools returned the PRIDE activity reports. It may be assumed that other AISD schools not returning PRIDE reports had campus programs, but no record of these activities exists. Campus programs varied. Mary schools hosted a PRIDE week, and poster and essay contests were popular. In addition, the following activities were cited on more than five PRIDE activity reports:

- Multi-media presentation presented by Pepsi,
- Texan's War on Drug's Red Ribbon Project,
- Plays for Living,
- Distribution of drug and alcohol abuse materials,
- Speakers from various community agencies, and
- Videotapes and other films relating to drug and alcohol abuse.

PARENTAL INVOLVEMENT

Parents were involved in PRIDE activities at some campuses.

- Of the 43 elementary schools returning PRIDE reports, about one fifth (21%) had a parent on the campus PRIDE committee, and about one fourth (23%) held a PRIDE activity for parents. Most (71%) of the 65 District elementary schools registered a parent for the PRIDE conference. However, it is not known how many of these parents continued to serve on campus PRIDE committees.

Parent involvement was higher at the junior high/middle school level.

- More than three fourths (78%) of the junior high/middle schools returning PRIDE reports had a parent representative on the campus PRIDE committee, and the same percentage held a PRIDE activity for parents.

More parents were involved at the high school level than at the elementary level, but less than at the junior high/middle school level.

- Two fifths (40%) of high schools returning reports had a PRIDE activity for parents, and three fifths (60%) had a parent representative on the campus PRIDE committee.

DRUG ABUSE RESISTANCE EDUCATION

Most of DARE students surveyed reported DARE taught them about the harmful effects of drugs and alcohol. Seventh graders were less positive about the effectiveness of DARE than fifth graders.

PROGRAM DESCRIPTION

Drug Abuse Resistance Education (DARE) is a joint educational effort between AISD and the Austin Police Department (APD). The curriculum explains the harmful effects of chemical abuse. In addition, it aims at helping students to recognize and resist the pressures that influence them to experiment with drugs or alcohol. The program also presents opportunities for students to participate in self-esteem enhancing activities. These include role playing and practicing cognitive and behavioral skills that encourage communication, decision making, and problem solving. The DARE program depends on a strong commitment on the part of the local police department and close contact with the school district. The Coordinator for Student Affairs acts as liaison between AISD and APD. This person also coordinates the logistics of program implementation.

The fifth-grade DARE curriculum, which was developed and implemented in the Los Angeles Unified School District in 1983-84, consists of seventeen 45- to 60-minute sessions conducted by specially trained police officers. In addition to classroom instruction, the officers interact with the students at lunch and on the playground. They also introduce DARE to parents at PTA meetings in the schools where they are teaching. The seventh-grade DARE curriculum was also developed in Los Angeles. It consists of ten 45- to 60-minute lessons similar to the fifth-grade curriculum. The DARE program was implemented as planned at both the fifth- and seventh-grade levels this year.

APD selects officers to serve as instructors. In the 1989-90 school year, four officers were added to the seven instructors already teaching. The 11 DARE officers consisted of five women, three of whom were minorities, and six men, two of whom were minorities. The new officers were sent to Phoenix, Arizona for the 80 hours of training required to be a DARE instructor.

STUDENTS SERVED

DARE was implemented as planned in 1989-90. The 11 officers were able to serve all fifth-grade classes at the 64 District elementary schools and all seventh-grade classes at the 13 junior high/middle schools. The schools were divided so that one half received the program in the fall, and the remaining one half received it in the spring. DARE officers also visited the Alternative Learning Center at the Ridgeview campus twice a week in the fall semester. During these visits the officers acquainted themselves with the students and provided appropriate lessons on issues from the DARE curriculum.

DARE STUDENT OPINION

In 1989-90, as in 1987-88 and 1988-89, a random sample of DARE students was administered a survey dealing with their opinion about their DARE experience. One third of DARE classes taught in both fall, 1989 and spring, 1990 at both the fifth- and seventh-grade levels were selected. **Fifth-grade students tended to regard DARE more favorably and believed it was teaching them more than did seventh-grade students.** However, both groups of students regarded DARE positively. This pattern of opinion is similar to the 1987-88 findings (see ORE Pub. No. 87.39) indicating that fifth-grade students regarded DARE more favorably than sixth-grade students did. This difference of opinion may be related to attitudinal differences between elementary and junior high school students.

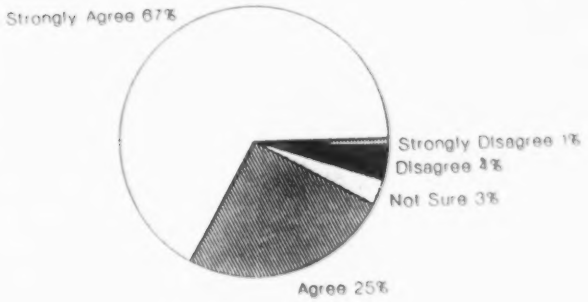
Both fifth graders and seventh graders agreed that DARE taught them about the harmful effects of drugs and alcohol.

- Almost all (91%) of fifth graders agreed that DARE taught them about the harmful effects of drugs, and
- 85% agreed that DARE taught them about the harmful effects of alcohol.

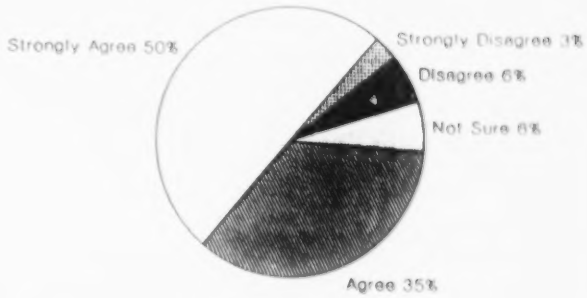
- Most (79%) of seventh graders agreed that DARE taught them about the harmful effects of drugs, while
- 69% agreed that DARE taught them about the harmful effects of alcohol.

Figure 9 shows all responses for both groups.

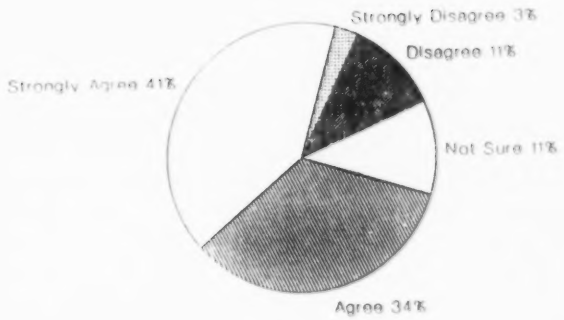
FIGURE 9
DARE STUDENT RESPONSES TO: DID DARE TEACH YOU MORE ABOUT THE HARMFUL EFFECTS OF ILLEGAL DRUGS/ALCOHOL THAN YOU KNEW BEFORE?



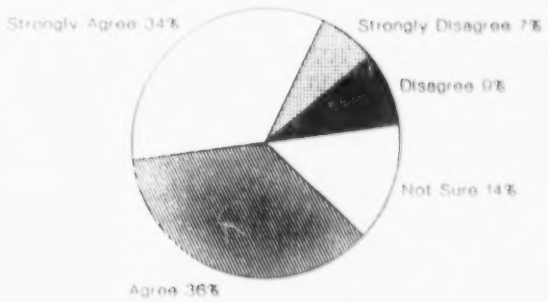
5th Grade Drugs



5th Grade Alcohol



7th Grade Drugs



7th Grade Alcohol

Students were also asked on the DARE student surveys if the program helped them resist negative influences in general. The majority of both fifth- and seventh-grade students indicated DARE did.

- Most (81%) of fifth graders strongly agreed or agreed that DARE helped them say "no" to something they thought was wrong, and
- More than two thirds (70%) of seventh graders strongly agreed or agreed that DARE helped in this area.

TEACHER OPINION

AISD teachers were also asked their opinions of the DARE program. Teachers at all grade levels at the elementary and junior high/middle school level were included in the sample because,

although DARE is taught at grades five and seven, the officers have contact with all grades at their assigned school. Multiple responses were possible. The statement endorsed most often said DARE taught students about drugs and alcohol. All responses are summarized in Figure 10.

FIGURE 10
ELEMENTARY AND MIDDLE/JUNIOR HIGH SCHOOL TEACHER RESPONSES TO: THE DARE CURRICULUM (CHOOSE ALL THAT APPLY):

ITEM	PERCENT SELECTING ELEMENTARY (N=333)	SECONDARY (N=168)
A. Communicates important information to students about the effects of drug and alcohol.	39%	42%
B. Effectively teaches students skills and strategies for resisting negative peer pressure.	31%	31%
C. Teaches valuable behavioral skills that students can use and teachers can reinforce in any classroom setting.	30%	27%

ACADEMIC MEASURES OF SUCCESS FOR 1987-88 DARE STUDENTS

In 1987-88, a database was formed consisting of students who participated in DARE instruction and a comparable group of students from the same attendance area. These groups have been compared annually to see if the groups differ in absenteeism and achievement scores. Students who are not using drugs and alcohol might be expected to have higher attendance rates and achievement than students who are using drugs and alcohol.

Achievement

This year the DARE group and the comparison group performed equally well on achievement tests. Figure 11 shows the test scores on the Iowa Tests of Basic Skills (ITBS) for both groups.

FIGURE 11
COMPARISON OF 1987-88 DARE AND DARE COMPARISON GROUP FROM THE SAME ATTENDANCE AREA ON THE ITBS

	Student grade 6		7		8	
ITBS/TAP Median Percentiles	DARE	Non-DARE	DARE	Non-DARE	DARE	Non-DARE
Reading Comprehension	20	27	43	45	38	49
ROSE GE Gain	*	*	=	=	=	=
Mathematics Comprehension	29	32	39	39	26	42
ROSE GE Gain	*	*	=	=	=	=

ROSE: Report on School Effectiveness GE: Grade Equivalent
*: Number of students is too small for analysis
+: Exceeded predicted score
=: Achieved predicted score
-: Below predicted score

Attendance

Attendance rates for both groups were also virtually identical in both the spring and fall semesters. The attendance rates by semester for both groups are shown in Figure 12.

FIGURE 12
COMPARISON OF 1987-88 DARE AND DARE COMPARISON GROUP FROM THE SAME ATTENDANCE AREA ON ATTENDANCE

GROUP	ATTENDANCE RATE Spring, 1989	Fall, 1990
DARE Group	N=1,410 94.6	N=1,385 92.0
DARE Comparison	N=1,602 94.8	N=1,578 92.1

Discipline Offenses

The DARE group and the comparison group also had similar discipline offenses in the 1989-90 school year. The DARE group had more offenses than the comparison group in both the spring and the fall semesters. Figure 13 shows discipline offense rates for both groups in the 1989-90 school year.

FIGURE 13
COMPARISON OF 1987-88 DARE AND DARE COMPARISON GROUP FROM THE SAME ATTENDANCE AREA ON DISCIPLINE OFFENSES

GROUP	PERCENT DISCIPLINED	
	Spring, 1989	Fall, 1990
DARE Group	7.7	6.2
DARE Comparison	6.3	4.8

PEER ASSISTANCE AND LEADERSHIP

High school students registered in PAL classes served 911 students at the elementary and secondary levels. About one fifth (21%) of students served received services related to drug and alcohol abuse. Most (87%) of students returning valid surveys (N=101) agreed that PAL was an effective way for older students to help younger students avoid problems with drugs or alcohol.

communication skills, helping strategies, problem solving, decision-making skills, tutoring skills, substance abuse prevention, knowledge of community resources, and conflict resolution. Before PAL students (PALs) begin helping other students they must complete 30 days of initial in-class training. Outside training, provided either voluntarily or through a contract with the PAL coordinator, is given by social workers, psychologists, law enforcement agencies, dispute resolution center personnel, and alcohol and drug abuse specialists. Information on drug and alcohol this year was provided at a conference sponsored by the Peer Assistance Network of Texas that PAL students attended, by school nurses at various schools, an alcohol and drug seminar at the Four Seasons Hotel, and by various consultants hired at the campus level. Once trained, the PALs may work with younger students from their own campuses or with students from feeder middle/junior high or elementary schools.

TEACHER OPINION

Several questions relating to PAL were asked on the districtwide surveys. Student opinion of PAL was positive. Most (87%) of students returning valid surveys (N=101) agreed that PAL was an effective way for older students to help younger students avoid problems with drugs or alcohol. This result is less positive than last year when 97% of the 141 students returning valid surveys agreed it helped with drugs or alcohol. Students also rated PAL highly as a way for older students to help provide younger students a listening ear (95%), help with academic problems (94%), and dropout prevention (86%). Figure 14 shows all responses given by the students to these four questions.

Administrators and teachers were also generally positive about PAL, although less so than students. Elementary teachers regarded the PAL program more favorably than secondary teachers.

- Most (83%) elementary teachers strongly agreed or agreed that PAL was an effective way for older students to help younger ones avoid problems with drugs and alcohol, while
- Almost two thirds (62%) of secondary teachers strongly agreed cr agreed with this statement.

Elementary and secondary teachers also regarded PAL positively as being a good way for older students to help younger students with dropout prevention, academic problems, and provide a peer to listen to the younger students. Figure 15 shows teacher responses to all four questions dealing with PAL on the districtwide employee survey.

FIGURE 14

STUDENT RESPONSES TO: THE PEER ASSISTANCE AND LEADERSHIP PROGRAM IS AN EFFECTIVE WAY FOR OLDER STUDENTS TO:

- PROVIDE A LISTENING EAR FOR STUDENTS.
- TO WORK WITH STUDENTS WHO ARE POTENTIAL DROPOUTS.
- HELP YOUNGER STUDENTS AVOID PROBLEMS WITH DRUGS OR ALCOHOL.
- HELP YOUNGER STUDENTS WITH ACADEMIC PROBLEMS.

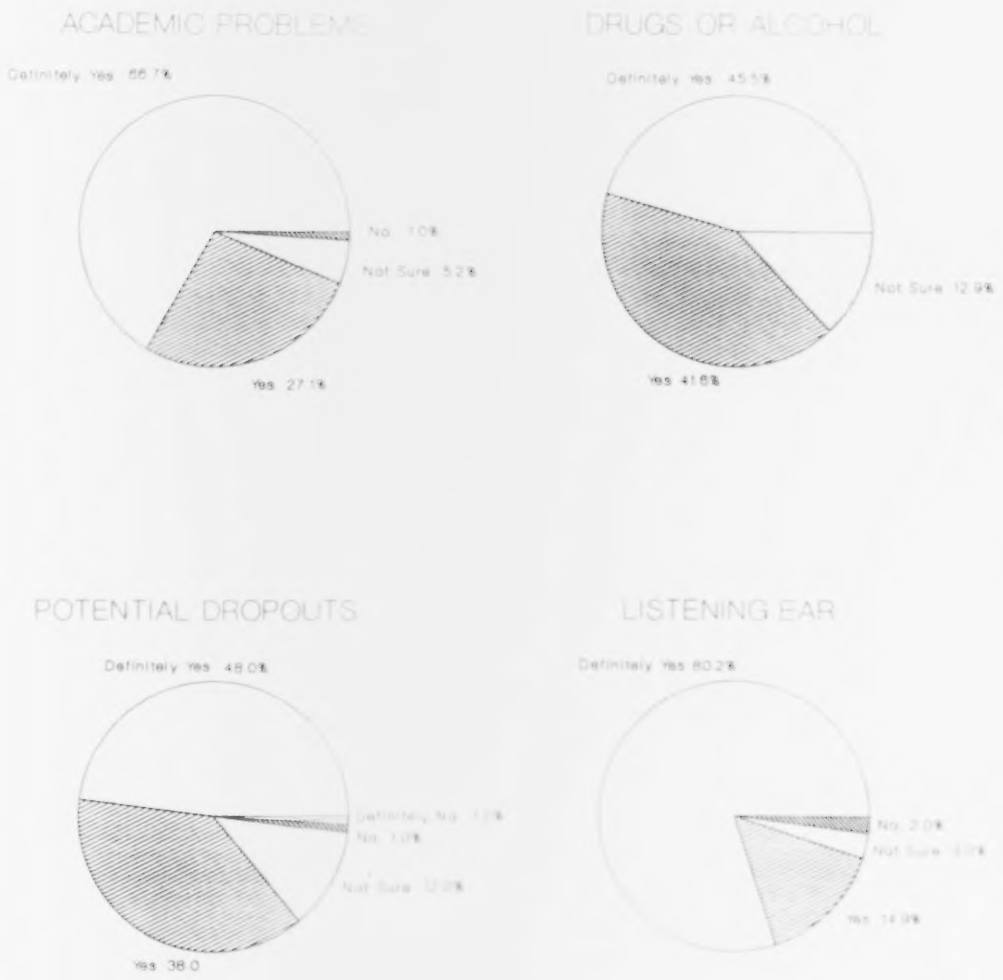
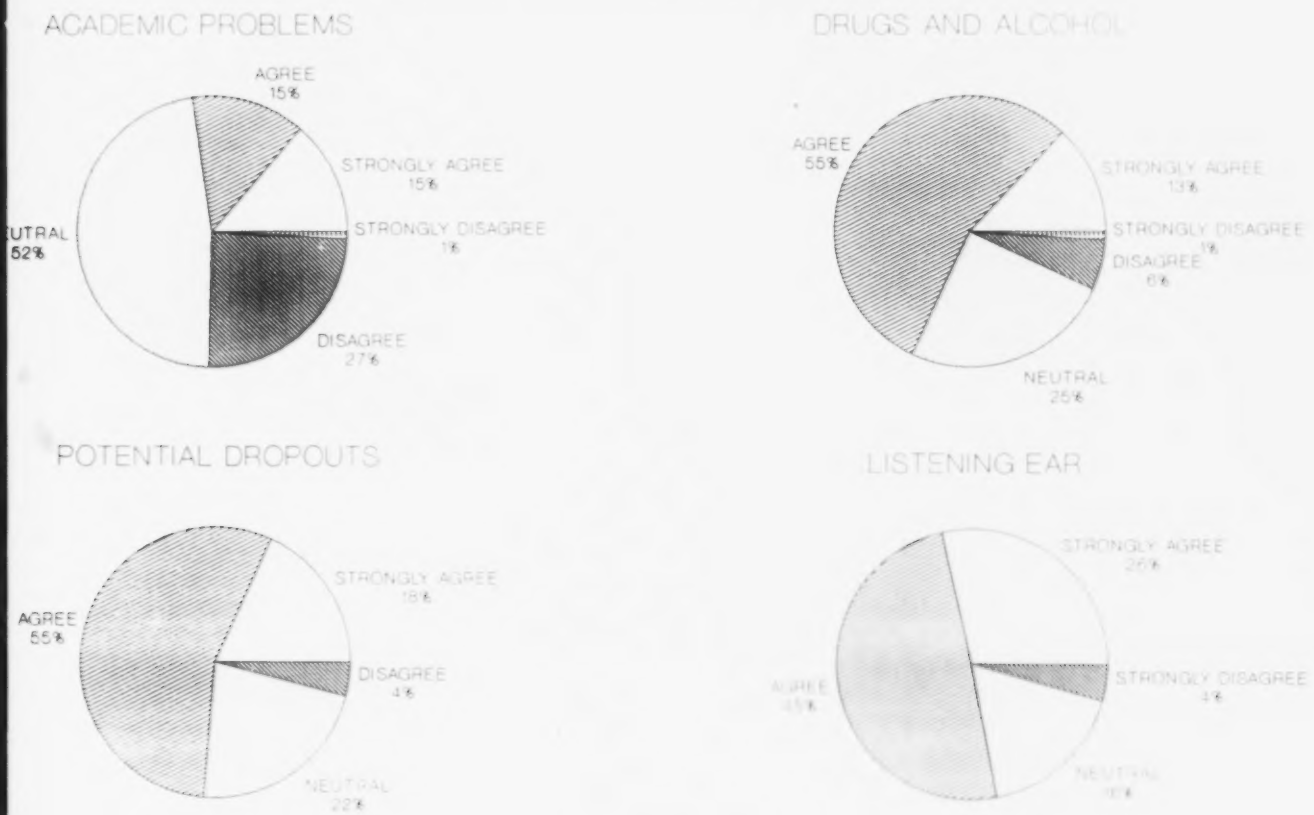


FIGURE 15
TEACHER RESPONSES TO: THE PEER ASSISTANCE AND LEADERSHIP PROGRAM IS AN EFFECTIVE WAY FOR OLDER STUDENTS TO:

- **PROVIDE A LISTENING EAR FOR STUDENTS**
- **TO WORK WITH STUDENTS WHO ARE POTENTIAL DROPOUTS**
- **HELP YOUNGER STUDENTS AVOID PROBLEMS WITH DRUGS OR ALCOHOL**
- **HELP YOUNGER STUDENTS WITH ACADEMIC PROBLEMS**



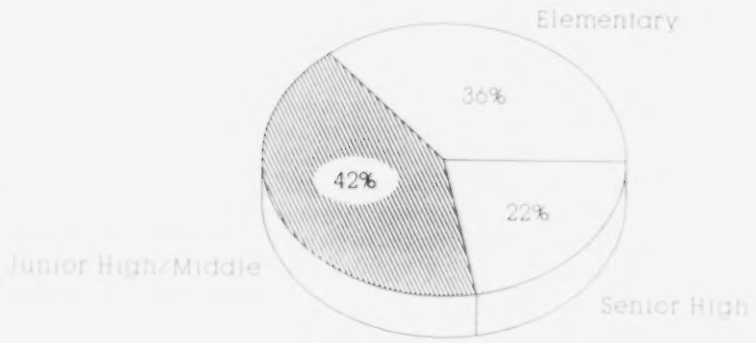
STUDENTS SERVED

PAL students were asked to keep records of the students they served and to turn these in monthly to their PAL sponsor. The PAL student records included the name and student ID number of the student receiving services as well as the type of services rendered. This year, records were kept on high school students involved in the PAL program. The junior high/middle school students kept the same type of records, but the records were not

returned regularly. Next year a file will be constructed containing students served by the middle school/junior high school PALs.

In the 1989-90 school year, senior high school PALs served 202 students at the senior high school level, 381 students at the junior high school level, and 328 students at the elementary level. Altogether, 911 students (unduplicated count) were served by the senior high PALs in 1989-90. Figure 16 shows the percentages of students served by grade level.

FIGURE 16
STUDENTS SERVED BY HIGH SCHOOL PALS BY GRADE LEVEL, 1989-90



The PAL students delivered services on a range of topics, including self-esteem, personal relations, tutoring, staying in school, and drug and alcohol abuse. About one fifth (21%) of students received services related to drugs or alcohol. This number is a small percentage when one considers that the PAL program is funded as a Drug-Free Schools program. In future years, perhaps more emphasis should be put on both training PALs more extensively about drugs and alcohol and offering more services related to drug and alcohol abuse.

ACADEMIC MEASURES OF SUCCESS FOR 1989-90 PAL STUDENTS

One way to evaluate whether students in the District are succeeding in their education is to look at indices like attendance, dropout rate, grade point average, etc. The Office of Research and Evaluation has designed a special set of computer programs called the Generic Evaluation System (GENESYS) to gather outcome information on programs of interest. These programs were used for most of the following analyses of the students receiving PAL services. Details about GENESYS are contained in ORE Pub. No. 89.30.

Achievement

Elementary, junior high/middle school, and senior high school students receiving PAL services in 1989-90 performed as predicted on District achievement tests. Figure 17 shows the test scores on the ITBS/TAP by all three groups.

FIGURE 17
1989-90 PAL STUDENTS' PERFORMANCE THE ITBS/TAP

	ROSE, SPRING 1989 TO SPRING 1990 MEAN GRADE EQUIVALENT										
Grade	2	3	4	5	6	7	8	9	10	11	12
READING COMPREHENSION											
Number of Students	24	36	20	43	46	30	90	36	13	13	14
1989 Grade Equivalent	1.7	2.6	2.9	3.8	5.2	5.4	6.8	7.2	9.6	11.1	13.4
1990 Grade Equivalent	2.6	3.3	3.6	4.9	6.0	6.3	8.0	8.4	9.9	11.2	14.1
Gain	0.9	0.7	0.7	1.1	0.8	0.9	1.2	1.2	0.3	0.2	0.7
Predicted Score	2.8	3.4	3.8	4.9	6.1	6.5	8.1	8.9	10.8	12.0	14.0
Over/Under Actual	-.2	-.1	-.2	0.0	-.1	-.3	-.1	-.4	-.9	-.7	0.2
Significance	*	*	*	*	*	*	*	*	*	*	*
MATHEMATICS TOTAL											
Number of Students	23	34	19	42	43	30	90	35	14	13	14
1989 Grade Equivalent	1.9	2.6	3.2	4.3	5.7	5.7	6.8	7.3	9.1	11.1	13.6
1990 Grade Equivalent	2.8	3.3	3.8	5.5	6.4	6.3	7.7	8.1	10.5	11.6	13.4
Gain	1.0	0.7	0.5	1.2	0.8	0.6	0.8	0.8	1.4	0.5	-0.3
Predicted Score	3.0	3.4	4.2	5.4	6.4	6.5	7.7	8.7	10.1	12.0	13.6
Over/Under Actual	-.1	0.0	-.4	0.1	0.0	-.2	0.0	-.6	0.4	-.4	-.2
Significance	*	*	*	*	*	*	*	*	*	*	*

ROSE: Report on School Effectiveness GE: Grade Equivalent
*: Number of students is too small for analysis
+: Exceeded predicted score
=: Achieved predicted score
-: Below predicted score

Attendance

Attendance rates for PAL students served was highest at the elementary level. Elementary attendance is usually higher than attendance at the secondary level. Attendance rates for elementary students were higher in the 1989-90 school year than the 1988-89 school year. At the secondary level the opposite is true. Attendance rates for PAL students served for the 1988-89 and 1989-90 school years are shown in Figure 18.

FIGURE 18
ATTENDANCE RATES FOR 1988-89 AND 1989-90 SCHOOL YEARS FOR STUDENTS RECEIVING PAL SERVICES IN 1989-90

	1989-90		1988-89	
	Fall	Spring	Fall	Spring
Elementary	96.3%	96.2%	96.4%	94.2%
Junior High/ Middle	92.0%	88.8%	93.4%	90.1%
Senior High	90.8%	85.3%	93.4%	90.5%

Dropping Out/Overage

Students receiving PAL services had higher dropout rates, at the end of the sixth sixth weeks, at both the junior high/middle school and high school level than District averages, as shown in Figure 19.

FIGURE 19
DROPOUT RATES AND PERCENT OVERAGE FOR STUDENTS RECEIVING PAL SERVICES IN 1989-90 AND AISD JUNIOR HIGH/MIDDLE SCHOOL AND SENIOR HIGH SCHOOL STUDENTS (SIXTH SIXTH WEEKS 1989-90)

GROUP	N	DROPOUT RATE	OVERAGE
PAL			
High School	175	11.4%	53%
Junior High	346	4.0%	55%
AISD			
High School	17,221	10.5	Not Available
Junior High	9,367	4.3	Not Available

89.38

Credits Earned/Grade Point Average (GPA)

High school students served had lower GPA's and earned fewer credits in the 1988-89 school year than they did in the 1989-90 school year, as shown in Figure 20.

FIGURE 20
1988-89 AND 1989-90 CREDITS EARNED AND GRADE POINT AVERAGE FOR HIGH SCHOOL STUDENTS RECEIVING PAL SERVICES IN 1989-90

CATEGORY	1989-90 Fall	1989-90 Spring	1988-89 Fall	1988-89 Spring
Credits Earned	2.1	2.0	2.2	2.2
GPA	75.3	74.2	77.5	77.4

Retention

Retention rates for students receiving PAL services are shown in Figure 21. Students at the junior high/middle school level had higher retention rates than the either elementary or high school students.

FIGURE 21
RETENTION RATES FOR STUDENTS RECEIVING PAL SERVICES, 1989-90

GROUP	RETENTION RATE
Elementary	2.0
Junior High/Middle School	15.6
Senior High	6.3

OFFICE OF STUDENT SUPPORT SERVICES

The District's Office of Student Support Services (OSSS) provides psychological counseling and crisis intervention to the District. The OSSS also receives DFSC monies to provide drug- and alcohol-related services. The administrator of the OSSS serves as the District's PRIDE coordinator. In the 1989-90 school year the OSSS dealt with many school crises which at times took precedence over drug and alcohol abuse prevention. The PRIDE coordinator also indicated that the timing of grant monies was late. For these two reasons some of the planned DFSC activities of the OSSS did not occur or were limited in scope.

OSSS INTERN

The DFSC monies funded an intern in the OSSS. The intern conducted support groups in the schools, especially Mendez Middle School, and provided crisis intervention. The OSSS did not conduct formal evaluations of her effectiveness. However, staff at schools receiving the intern's services were contacted and asked about her performance. The PRIDE coordinator indicated that these informal evaluations were generally positive.

OSSS CONSULTANTS

Consultants were also provided to the scho[illegible]ough the OSSS. Consultants led support groups in the schoo[illegible] and trained AISD staff to lead support groups. Because the DFSC grant monies became available late in the school year much of the planned consultant work did not occur.

The OSSS was involved in a model Student Assistance Program (SAP) at Mendez Middle School. A report on this project is being compiled by the OSSS intern. The PRIDE coordinator indicated that the Mendez project was a demonstration SAP program and that 15% of the Mendez student body was involved in support groups. The project was run by the Faulkner Center, a local treatment center, with funding provided by the Travis County Commissioners. The OSSS gave support and assistance by providing half of the intern's time and a consultant to train counselors by co-leading support groups.

Consultants provided training to secondary and elementary counselors on how to lead support groups. Both levels of support group training were evaluated by the OSSS. The OSSS reports that the results were very positive in terms of counselors' opinions and the increased number of support groups that occurred in the 1989-90 school year.

OTHER TRAINING AND SERVICES

The OSSS served as a clearinghouse to provide training to AISD staff. It worked in conjunction with local treatment centers to offer workshops on a variety of issues including drug and alcohol abuse. Attendance at these workshops included staff other than AISD personnel. None of these workshops was funded using DFSC monies.

The OSSS coordinated the annual PRIDE conference. See the PRIDE section of this report for more information about the conference. The Plays for Living Project was also coordinated through the OSSS.

Materials for a central lending library were also purchased through the OSSS. This library is housed at the Learning Resources Center. Annotated lists of materials available are provided to PRIDE coordinators at the campus level. All District schools may check out these materials. In the past each campus had been given monies to purchase drug and alcohol abuse materials. Many of the materials available through the central lending library were showcased at the PRIDE conference.

The District purchased and distributed Red Ribbons for all AISD personnel to wear as part of the Texan's War on Drugs Red Ribbon Project. The ribbons signify that the wearer is drug free and call attention to the need for drug-free schools and workplaces. Other ribbons for fifth-grade students were distributed through DARE.

DFSC grant monies were also allocated to provide a staff psychologist in the OSSS. These monies were not utilized for this purpose. The funds were set aside for summer projects by OSSS staff. Because of staff resignations, it was decided that these funds would be better utilized during the 1990-91 school year.

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